

AN ANALYSIS OF IOWA SCHOOL PSYCHOLOGISTS'
PERCEPTIONS OF THEIR EVALUATORS AS A BASIS
FOR DEVELOPING A PERFORMANCE EVALUATION MODEL

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Doctor of Education

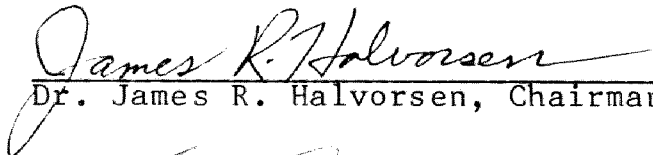
by
Darshan Singh
January 1986

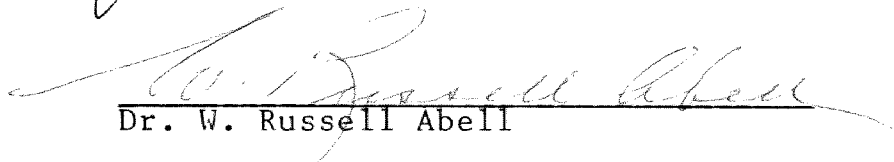
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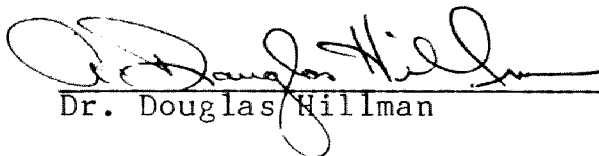
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by
Darshan Singh

Approved by Committee


Dr. James R. Halvorsen, Chairman


Dr. W. Russell Abell


Dr. Douglas Hillman


Dr. W. Russell Abell
Dean of the School of Graduate Studies

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An Abstract of Dissertation
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Darshan Singh

January, 1986

Drake University

Advisor: Dr. James R. Halvorsen

The Problem: The problem of this study was to analyze the perceptions of Iowa School psychologists about current as well as desired performance evaluators as a basis for developing a performance evaluation model.

Procedure: A random sample of Iowa school psychologists responded to a questionnaire designed by the researcher. Sixteen performance criteria were selected based on job descriptions and role functions. They were asked to identify evaluators involved in evaluating them in each performance area at both current and desired levels. They were also asked to identify an evaluator who had major responsibility in evaluating them currently and the one they would desire to be their major evaluator. Differences between current and desired dispersion of evaluators were analyzed.

Findings: Differences were found between current and desired dispersion of evaluators for fourteen out of sixteen performance areas. Data indicated that currently, the Supervisor of Psychological Services was the primary evaluator for all performance areas. The principal and school psychologist were involved in providing input. The psychologists desired the supervisor to be their primary evaluator for ten performance areas, and the principal for the other six. They desired more involvement in the evaluation process themselves and also wanted the evaluators to seek input from consumers and peers. The Supervisor of Psychological Services was the desired major evaluator responsible for the composite evaluation.

Conclusions: School psychologists perceived: (1) the supervisor to be responsible for composite evaluation, (2) the building principal's and their own involvement to be important, (3) that evaluators should solicit input from consumers and peers, and (4) the supervisor to be the primary evaluator for ten performance areas and the principal, for the other six.

Recommendations: (1) Develop performance standards by involving psychologists, administrators and consumers, (2) Establish peer review procedures for quality control, (3) Gather evaluation data for each performance area as specified in the evaluation model, (4) Design an evaluation survey for securing consumer feedback, and (5) Conduct a follow-up study by involving school psychologists representing all fifty states.

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Chapter One

RATIONALE FOR THE STUDY

Introduction

There is always a sense of purpose in any human endeavor. No matter what we do, we remain keenly interested in knowing how well we are doing. Whenever we perform a certain task, a tendency to evaluate our efforts and level of achievement is common. What other people think about our performance outcomes is also important to us. We continue to strive for functioning at higher levels and search for improving our performance. Efficiency and effectiveness is name of the game in this modern age of specialization.

The school psychologist is one of the specialists who works with school age children, school personnel and parents in a supportive role. Historically, school psychologists have been primarily involved in assessing and identifying handicapped children. Even though, the school psychologist is a relative newcomer on the educational scene, the profession itself is as old as formal psychology in this country. The term "school psychology" first appeared in 1915.¹ American Psychological Association was

¹Gary D. Phye and Daniel J. Reschley, eds., School Psychology: Perspectives and Issues (New York: Academic Press, 1979), p.3.

founded in 1892,¹ and School Psychology Division 16 was established in 1944.² As educational programs for handicapped children increased in our nation's schools, the number of psychologists specializing in school psychology also increased. During his presidential address in 1965, Dr. Jerome S. Bruner, advised the American Psychological Association to "Look to schools. Schools are important and exciting places for psychologists to spend their time."³

School psychology is an exciting profession which has much to offer to education. It is unique in that it makes the principles of educational, developmental, clinical and general psychology available to school personnel in order to enhance children's learning. In spite of some of the problems in its long relationship with special education, school psychology has benefited from it tremendously. The mandates of Public Law 94-142 regarding free and appropriate education for handicapped children and funding for psychological services, legitimized school psychologist's role in public education permanently. School psychologists

¹George W. Hynd, The School Psychologist: An Introduction (Syracuse, NY: Syracuse Univ Press, 1983), p.28.

²Ibid., p.32.

³James F. Magary, ed., School Psychological Services in Theory and Practice: A Handbook (Englewood Cliffs, NJ: Prentice Hall, 1967), p.671.

are increasingly called upon to work in a team effort with special educators to identify handicapped children and develop educational programs to meet their special needs. Consequently, the field of school psychology has grown in size and stature. In order to give themselves a sense of identity, purpose, and commitment, 400 school psychologists representing 24 states gathered in St. Louis, Missouri, on March 15, 1969, and formed the National Association of School Psychologists.¹ However, the growth and expansion of school psychology has not been without its growing pains. It is clear that issues in contemporary school psychology are complex and no simple solutions to the problems are likely to be found.²

The questions regarding school psychologist's training, role functions, their clients, standards for service delivery, accountability and supervision are far from being resolved. For instance, Reger argued that the school psychologist is primarily an educator.³ The training programs vary from one university to another.

¹Gerald J. Spadafore, ed., School Psychology Issues and Answers (Muncie, IN: Accelerated Development, 1981), p.24.

²Hynd, p.23.

³Roger Reger, School Psychology (Springfield, IL: Charles C. Thomas, 1965), p.26.

The certification requirements are different in different states. Their supervision and roles are determined by the employing school district or educational agency. It is not easy for a school psychologist to meet legal mandates, be an advocate for the child, and keep school administration satisfied at the same time. The school psychologists find themselves in a tough spot when educational placement decisions about handicapped children are made by interdisciplinary child study team and administrators.

School psychologists have considerable responsibility for psychoeducational decisions that affect the placement and instructional programming of an average of one million children each year. We must insure that those decisions are made by highly competent professionals.¹ In order to maintain quality control of services they provide, we must evaluate their work. The National Association of School Psychologists has demonstrated concern for the provision of quality services by outlining standards for school psychological services.² The importance of ongoing supervision for practicing school psychologists as a means

¹James L. Carroll, ed., Contemporary School Psychology: Selected Readings from Psychology in the Schools (Brandon, VT: Clinical Psychology Publishing Co., 1981), p.10.

²Alex Thomas and Jeff Grimes, eds., Best Practices in School Psychology (Kent, OH: The National Association of School Psychologists, 1985), pp.505-19.

of maintaining and enhancing the quality of professional performance has, however, been ignored. The literature contains many suggestions for accountability and excellence in performance on the part of school psychologists but there is no mention of how to evaluate their performance.¹

Previous studies and investigations primarily focused on how teachers, parents and administrators perceived school psychologists in terms of their role functions and effectiveness in schools. The details of these studies can be found in Chapter Two, Review of Literature. Sandoval and Lambert even contended that teachers were the best source of information about psychological services.² This study sought to test and analyze the perceptions of school psychologists working in Iowa during 1983-84 school year, about evaluators of their performance activities.

Statement of the Problem

The state and federal legislation pertaining to handicapped children had a significant impact on practice of school psychology across the country and particularly in Iowa. School psychologists came under the jurisdiction of fifteen Area Education Agencies in 1975. For the purpose

¹Phye and Reschley, p.21.

²Jonathan Sandoval and Nadine M. Lambert, "Instruments for Evaluating School Psychologists' Functioning and Service," Psychology in the Schools, 14 (April 1977), 172-79.

of serving handicapped students in Iowa, each Area Education Agency became responsible for school districts within a specific region. The number of psychologists in Iowa schools increased from 285 in 1975 to 357 in 1984 due to state and federal funding for support services to handicapped students. Recently, this steady growth has leveled off and staff reductions have become common due to dwindling financial resources and declining enrollment. The educational administrators and school psychologists would naturally like to see only the most competent staff members retained. This cannot be done without adequate accountability measures and performance evaluation methods. The problem of this study was to test and analyze the perceptions of Iowa school psychologists about their current as well as desired performance evaluators in order to develop a performance evaluation model.

Purpose of the Study

The main purpose of this study was to develop a performance evaluation model for Iowa school psychologists based on perceptions of psychologists about their current as well as desired performance evaluators. The study sought answers to the following questions:

1. By what evaluation model do school psychologists in Iowa desire their performance to be evaluated?
2. Which educational administrators are currently

evaluating them and whom do they perceive to be their desired evaluator(s) in specific performance area(s)?

3. Is there a difference between current and desired evaluator(s) evaluating school psychologists in specific area(s)?
4. Do school psychologists indicate preference for a single evaluator or multiple evaluators for each performance area?
5. Do school psychologists desire peer-evaluation and self-evaluation to be included in composite evaluation of their performance?

The findings of this study will be helpful to school psychologists who are interested in improving their services delivery and in determining their role in schools. The study will also be useful to evaluators who may use the model for evaluating psychologists' performance in school settings. The educational administrators will have a better understanding of role functions of school psychologists. Consequently, their role in evaluating psychologists could be more specific and well defined. They will become more knowledgeable about the importance of psychological services and thus justify budget allocations. The awareness of expanded role will allow consumers to benefit by receiving better quality of services from

competent school psychologists. It may also be helpful in weeding out psychologists who do not meet the performance standards.

Definitions

For the purposes of this study, "educational administrator" was defined as the school district or Area Education Agency official who had administrative and supervisory responsibilities. "Area Education Agency" referred to intermediary educational agency between the State Department of Public Instruction and local school districts. "School psychologist" was defined as support services staff specialized in behavioral sciences employed to assist school personnel and parents regarding children experiencing social, emotional, behavioral, learning or other school related problems. "Performance Evaluation" was defined to mean the judging and rating of activities of school psychologist on the basis of a preestablished criteria for measuring effectiveness and performance outcomes. It also referred to the written document for composite evaluation which becomes part of psychologist's personnel file. "Supervisor of Psychological Services" was defined as an experienced professional school psychologist designated by an employing Area Education Agency as a supervisor responsible for school psychological services in the agency.

Review of Related Literature

The review of related literature for this study, primarily, concentrated on the performance evaluation of school psychologists. The focus was on their role functions; most common activities and service tasks performed by them; criteria and standards of performance; performance evaluation methods and procedures; and identification of evaluators most typically responsible for or involved in evaluating their performance activities.

Document abstracts and journal citations were retrieved from the Educational Resource Information Center computer database. The descriptors used for the information search were: school psychologist, evaluation, job performance, and personnel evaluation. The related information was also requested from the State of Iowa Department of Public Instruction as well as psychological services supervisors of all fifteen Area Education Agencies in Iowa.

Instrumentation

The data gathering instrument questionnaire for performance evaluation of school psychologists, was specifically designed for use in this study by the researcher. A set of sixteen performance criteria, written in behavioral terms, was incorporated into the questionnaire. The questionnaire can be found in Appendix A. These criteria

represented interpersonal relationship skills, professional qualities and psychological service tasks typically performed by school psychologists. The respondents were asked to identify evaluators involved in evaluating school psychologists in specific performance areas at both current and desired levels. They were also asked to identify a major evaluator for each performance area at both levels. The details of the development and field testing of the questionnaire are described in Chapter Three, Methodology.

Hypothesis of the Study

It was hypothesized that the school psychologists would perceive differences between the current and desired dispersion of evaluators involved in evaluating them in sixteen separate performance areas.

Design of the Study

Ninety school psychologists were randomly selected from a total population of 357 psychologists working in Iowa during 1983-84 school year. The sample represented each Area Education Agency in proportion to the number of psychologists within the agency. The random sampling and data processing were conducted at Drake University Dial Center for Computer Sciences by using the Statistical Package for the Social Sciences (SPSS^X).¹ The hypothesis for each

¹Norman H. Nie, et al., Statistical Package for the Social Sciences (New York: McGraw Hill, 1975).

performance area was tested by using goodness-of-fit Chi square. The rejection of null hypotheses was set at the .05 level of significance but also reported at .01 level. The test of significance was made of the difference between the "current" perception of school psychologists and their respective "desired" perception regarding evaluator involvement in each performance area. Finally, the responses of research subjects were examined to determine the perceived importance of specific evaluator's involvement in respective performance area(s). These data were used as the basis for designing the recommended Performance Evaluation Model for School Psychologists.

Limitations

This study was limited to school psychologists working in Iowa schools during the 1983-84 school year. Twenty-five percent of the total population was selected for the sample. Seventy-two school psychologists actually participated in the study.

Assumptions

The basic assumptions underlying this study were as follows:

1. School psychologists were willing to express their opinions concerning each performance area

as it related to their own experiences as practioners in the field.

2. The subjects were genuinely aware and interested in improving their current evaluation methods and criteria for evaluating their job performance.
3. The respondents were knowledgeable about the qualifications of the educational administrators responsible for their performance evaluation.
4. School psychologists in Iowa were fairly typical and comparable with practioners across the country in terms of role functions and standards for service delivery.

Chapter Two

REVIEW OF RELATED LITERATURE

The review of related literature for this study was primarily concentrated on the performance evaluation of school psychologists. The focus was on their role functions; most common activities and service tasks performed by them; criteria and standards of performance; performance evaluation methods and procedures; and identification of evaluators most typically responsible for or involved in evaluating their performance activities.

Document abstracts and journal citations were retrieved from Educational Resource Information Center computer database. The descriptors used for the information search were: school psychologist, evaluation, job performance and personnel evaluation. The related information was also requested from the State of Iowa Department of Public Instruction as well as psychological services supervisors of all fifteen Area Education Agencies in Iowa.

Role Functions of School Psychologist

The role of a school psychologist is determined by many factors. What a psychologist does in a school setting mainly depends upon the type of assignment, specific needs of school(s), special education and remedial programs, geographic location of school building(s), priorities established by school administrator, and professional

training of the school psychologist. In addition to their regular assignments, the psychologists may also be assigned to special schools and programs serving students who have hearing impairments, autism, mental disabilities, visual impairments, preschool handicaps, learning disabilities, behavior disorders, physical disabilities, communication disabilities, and severe and profound multiple handicaps.¹ They also serve students in educational programs like preschool and kindergarten; multilingual and multicultural education; Headstart and Chapter 1 remedial reading and mathematics; gifted and talented education; and career-vocational education. Moreover, they provide psychological consultation to parents and school personnel. The psychologist's role in schools can vary from limited to expanded when all factors mentioned above are taken into consideration.

The psychological services delivery to schools in Iowa has changed significantly since 1975 State² and Federal legislation³ pertaining to handicapped students. In 1975,

¹State of Iowa, "School Psychologists and Related Psychological Services Providers," Department of Public Instruction Directory, (Des Moines: Department of Public Instruction, 1984), 23-26.

²State of Iowa, "Education of Children Requiring Special Education," Education Code, (1975), Chapter 281.

³U.S., "Education of All Handicapped Children Act," Public Law 94-142 (1975), Sec. 3 (c) and Sec. 4.

school psychologists in Iowa came under the jurisdiction of fifteen Area Education Agencies.¹ Each Area Education Agency became an intermediary agency between the Iowa Department of Public Instruction and local school districts within a specific region. The school psychologists were included among special education support personnel for funding purposes under this law. Consequently, their working relationship and role functions got even more closely tied with special education and identification of handicapped students. In 1977, State of Iowa defined the role of school psychologist as stated below:

School psychologist shall provide psychological services for the identification, planning, referral and counseling of children requiring special education programs and services,² and consultation with school personnel and parents.

The role functions of school psychologist were further delineated by State of Iowa as follows:

Functions of the school psychologist, in accordance with Chapter 281 of the Iowa Code, may include the following services for children handicapped in obtaining an education (numbers do not imply priorities):

1. Promote a positive learning climate for individuals and groups within the school, home and community.

¹State of Iowa, "Area Education Agency," Education Code (1975), Chapter 273.

²State of Iowa, Rules of Special Education (Des Moines: Department of Public Instruction, 1977), p.23.

2. Consult with school personnel and parents and make recommendations to develop, implement and maintain appropriate procedures for individuals and/or groups of students.
3. Participate through an interdisciplinary decision-making process in the determination of eligibility and appropriate assignment of pupils for special education programs and periodically assist in reevaluating each program's success in meeting needs of these pupils.
4. Provide individual and group counseling when appropriate to psychologists' training and experience and the individual's needs.
5. Provide assistance to pupils, parents and school personnel in establishing effective procedures for behavior management.
6. Provide comprehensive psychological evaluations to determine the academic, social, and emotional needs of individual pupils.
7. Develop and maintain contacts with community agencies and specialists in order that community resources and the services of the school psychologist would complement one another.
8. Assist in the evaluation of programs, comparing student behavior to stated objectives, and making recommendations for modifying programs based on the results of such evaluations.
9. Serve in a consultative capacity to school personnel regarding psychological implications of school policies, practices and curriculum.
10. Promote public understanding and support of the school psychological services.
11. Provide inservice education for school personnel and members of the community.
12. Promote, conduct, assist, and implement applied research.

13. Evaluate and report, through the supervisor of psychological services, to the director of special education, Area Education Agency (AEA) administrator and AEA Board of Education, the nature and extent of present psychological services and indications of present and future needs for such services and additional services.
14. Provide professional supervision for interns and practicum students in school psychology, psychological aides, and other personnel providing school psychological services.
15. Assist in development and implementation of new special education programs.
16. Advocate the protection of the human and civil rights of all people.¹

The special education programs and related services for handicapped children have expanded considerably over the last decade across the nation as well as in Iowa. Consequently, the number of psychologists working in Iowa schools increased from 285 in 1975 to 357 in 1984. Their role, in terms of variety of services provided by them in a school setting, has also expanded. The State of Iowa, Department of Public Instruction revised the definition of school psychology in 1985, following several discussions with representatives of Iowa School Psychologists Association and supervisors of psychological services. The revised version reads as below:

¹State of Iowa, School Psychological Services: Guidelines and Resource Material (Des Moines: Department of Public Instruction, September 1975), pp.3-4.

School psychologist assists in the identification of needs regarding behavioral, social, emotional, educational and vocational functioning of pupils; analyzes and integrates information about behavior and conditions affecting learning, consults with school personnel and parents regarding planning, implementing and evaluating individual group interventions; counsels with parents, pupils and families; provides parent and teacher inservice education; and, conducts applied research related to psychological and educational variables affecting learning.

The American Psychological Association Committee on Standards for Providers of Psychological Services, Professional Affairs Committee of the Division of School Psychology and National Association of School Psychologists representatives recommended that the following services should be provided by school psychologists to preschool and school age children:

- A. Psychological and psychoeducational evaluation and assessment of the school functioning of children.
- B. Intervention to facilitate the functioning of students in school; e.g., behavior management and counseling.
- C. Interventions to facilitate the educational services and child care functions of school personnel, parents and community agencies; e.g., inservice education.

¹State of Iowa, Rules of Special Education (Des Moines Department of Public Instruction, 1985), p.20.

- D. Consultation and collaboration with school personnel and/or parents concerning school related problems of students and staff.
- E. Program development services to schools and community agencies in such areas as needs assessment and evaluation of regular and special education programs.¹

The Public Law 94-142 is federal legislation, which had a tremendous effect on school psychology and the entire educational community. One of the purposes of this legislation was to assure that all handicapped children have available to them, a free appropriate public education which emphasizes special education and related services designed to meet their unique needs.² The psychological services were categorized among related services under Public Law 94-142.³ According to federal rules and regulations, psychological services in schools include:

1. Administering psychological and education tests, and other assessment procedures;

¹Jack I. Bardon, et al., "Speciality Guidelines for the Delivery of Services by School Psychologists," American Psychologist, 36 (June 1981), 672.

²U. S., "Education of All Handicapped Children Act," Sec. 3. (c).

³Ibid., Sec. 4 (a) 17.

2. Interpreting assessment results;
3. Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning.
4. Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations; and
5. Planning and managing a program of psychological services, including psychological counseling for children and parents.¹

The related information received from Iowa Area Education Agencies' psychological services supervisors, in regard to role functions of school psychologists, reflected basic components of federal and state of Iowa definitions. The most common roles appeared to be student assessment, consultation, counseling, parent-teacher inservice education, student behavior management, education program modification, community agencies liaison, and implementation of applied research.

Phye and Reschley² considered psychoeducational assessment, consultation, counseling, inservice and research as five primary role functions of school psychologist. The results of a survey conducted in 1976 indicated that school psychologists were mainly involved in consultation with

¹U. S., "Rules and Regulations," Federal Register, 42 (August 23, 1977), Sec. 121a. 12 (b) (8).

²Phye and Reschley, p.29.

parents and teachers, student assessment, writing reports, providing inservice and counseling.¹ A group of school superintendents in a study, viewed child study, inservice, counseling students and parents as top priority roles.² Elementary school principals considered psychological testing, personality and emotional assessment, consultation and screening as helpful role functions, while they desired more time for counseling, inservice and preventative mental health work.³ In her study, Hughes found that school psychologists desire a shift in job functions away from assessment and toward preventative strategies.⁴ In summary, psychological testing and identification of handicapped children continues to be the number one role of school psychologists.⁵

¹Spadafore, p.61.

²Marvin S. Kaplan, Michael Chrin, and Barbara Clancy, "Priority Roles for School Psychologists as Seen by Superintendents," Journal of School Psychology, 15, No. 1 (Spring 1977), 75-80.

³Lois B. Senft and Bill Snider, "Elementary School Principals Assess Services of School Psychologists Nationwide," Journal of School Psychology, 18 (1980), 276-82.

⁴Jan N. Hughes, "Consistency of Administrators' and Psychologists' Actual and Ideal Perceptions of School Psychologist's Activities," Psychology in the Schools, 16 (1979), 234-39.

⁵Timothy S. Hartshorne and M. Claradine Johnson, "The Actual and Preferred Roles of the School Psychologist According to Secondary School Administrators," Journal of School Psychology, 23, No. 3 (Fall 1985), 241-46.

Evaluation Criteria and Methods

Evaluation criteria and methods are very closely related to role functions and performance activities of school psychologists. The evaluation of performance is both difficult and important. It becomes even more complicated if we base evaluation procedures on personality traits or vague qualities such as reliability, initiative or leadership which are difficult to measure objectively. Lack of purpose often undermines attempts at effective evaluation. Formal job analysis is sometimes necessary to determine what kinds of behavior constitute adequate performance for specific tasks psychologists engage in. Rice recommended cooperation between employees and supervisors for establishing realistic performance expectations. He believed that their involvement in the process should increase their awareness of what good work behavior was and thereby improve their performance.¹ Fairchild emphasized the importance of setting goals and objectives well in advance each year.² Rice also felt that specific goals should be written in behavioral terms and timelines for accomplishing them should be established. At

¹Berkeley Rice, "Performance Review: The Job Nobody Likes," Psychology Today (September 1985), 34.

²Thomas N. Fairchild, ed. Accountability for School Psychologists: Selected Readings (Washington, D.C.: Univ. Press of America, 1977), pp.1-2.

the end of the year, the evaluation should be based on how well those goals were accomplished.¹

In their review of literature, Conti and Bardon found few accepted methods to evaluate the results of practice in school psychology. They proposed consistent feedback from consumers by using rating scales. However, they realized difficulties with evaluation systems given that outcomes of a school psychologist's services depended on his personality characteristics, area of the country and requirements of specific school situations.² Clair and Kiraly discussed some of the factors which must be considered when accountability of school psychologist was established. They defined accountability as requiring that behavioral objectives be specified as they relate to school psychologist's role and that these objectives be quantified.³ Tomlinson's report on accountability procedures in Minneapolis Public Schools, appeared to be the only detailed study in the literature of specific

¹Rice., p.34

²Anthony Conti and Jack I. Bardon, "A Proposal for Evaluating the Effectiveness of Psychologists in the Schools," Psychology in the Schools, 11 (January 1984), 32-39.

³Theodore N. Clair and John Kiraly, Jr., "Accountability for the School Psychologists," Psychology in the Schools, 8 No. 4 (1971), 318-21.

accountability procedures used to assess effectiveness of school psychological services.¹

It is not necessary to elaborate on the need for evaluation of school psychological services. The psychologists like all other educators must prove that their services are cost effective in a time of decreasing resources and increasing community pressure for verifiable educational outcomes. Ideally, the psychologist should be evaluated by the impact of his services on children in schools. Sandoval and Lambert reported that:

School psychologists are ubiquitously evaluated by tallies of their various activities. Counts are made of such things as number of tests given each month, number and types of people seen, number of administrative conferences, number of inservice hours, and so forth. Beyond these frequency counts, districts evaluate psychologists via the principal's or administrator's ratings of the quality of the psychologist's work including such areas as punctuality, appearance, and friendliness. The problem with frequency counts of work activities is that, while it may indicate if the psychologist is doing something or nothing, it provides no information about the quality of the work performed. Further, it does not inform the psychologist as to which of his many activities are paying off and which are not. Ratings by school administrators, of course, have limited utility because administrators are often only peripherally involved in most psychologists' activities, although they are a valuable source of some information. Nevertheless, because workload statistics and ratings are² quick and easy to collect, they continue to be used.

¹Jerry R. Tomlinson, "Accountability Procedures for Psychological Services," Psychology in the Schools, 10 No. 1 (1973), 42-47.

²Sandoval and Lambert, pp.172-79.

These authors proposed vignette-based, role model and services received set of three questionnaires for crystallization of teacher perceptions and suggested that these be contrasted with the psychologist's own perceptions of his functioning. They claimed that teachers were the best source of information about psychological services.¹ A study by Grubb, Petty, and Flynn also focused on teacher's perceptions of psychological services.²

Humes suggested Planning, Programming, Budgeting Systems (PPBS) approach to accountability for school psychology.³ Pryzwansky and Bardon described formative evaluation model based on information feed-back from consumers, for continuous modification of service delivery.⁴ Fairchild recommended daily log of activities, time lapsed information accountability interview, telephone follow-up, follow-up questionnaire, and collection of baseline data

¹Ibid.

²Richard D. Grubb, Sharon Z. Petty, and Dale L. Flynn, "A Strategy for Delivery of Accountable School Psychological Services," Psychology in the Schools, 13 (January 1976), 39-44.

³Charles W. Humes II, "School Psychologist Accountability Via PPBS," Journal of School Psychology, 12, No. 1 (1974), 40-45.

⁴Walter B. Pryzwansky, and Jack I. Bardon, "An Example of Comprehensive Evaluation in School Psychology," Psychology in the Schools, 16, No. 3 (July 1979), 373-77.

for behavioral consultation in order to determine intervention strategies and establishing criteria for success.¹ In a study, conducted by Gerken and Landau, supervisors of psychological services, classroom teachers and building principals working in Iowa were asked to evaluate the performance of school psychologists in ten functional areas. They found that the psychologists' effectiveness was as much determined by the perceptual set of the rater as their skills for service delivery. It was stressed that impressions of consumers must be taken into consideration if school psychologists wish to make significant impact upon the educational environment.² Another study by Gargiulo et al., used preference ratings to evaluate the role and function of Ohio school psychologists. The analysis of ratings suggested contradictory perceptions among teachers, principals and psychologists.³

¹Thomas N. Fairchild, "Accountability: Practical Suggestions for School Psychologists," Journal of School Psychology, 13 (1975), 149-59.

²Kathryn C. Gerken and Steven Landau, "Perceived Effectiveness of School Psychological Services: A Comparative Study," Journal of School Psychology, 17, No. 4 (1979), 347-54.

³Richard M. Gargiulo, et al., "Perceived Role and Functions of Ohio School Psychologists," Perceptual and Motor Skills, (1981), 363-72.

In addition to performance tasks and service oriented skills, the literature also emphasized interpersonal relationship skills for effective performance. Eiserer stated:

In all his activities, the school psychologist works cooperatively with educational personnel. He rarely, if ever functions alone...the skill for working in an interdisciplinary team are cardinal requirements for the school psychologist.¹

Herron et al. advised as below regarding interpersonal skills and cooperation on the part of school psychologists:

Instead of clinging to our discipline while counselors, school social workers and other school personnel cling to theirs, some thought should be given to moving together, sharing training and knowledge...willingness to become a colleague² engaged in the mutual enterprise of education.

Gray also pointed out that the school psychologist must be able to understand the way of life of a school system. He must know the values of school staff and community. It is essential to have clear understanding of the limits and potentials of school staff for fostering the intellectual, social and personal growth of children.³ Magary asserted:

¹Paul E. Eiserer, The School Psychologist (New York: Center for Applied Research, 1963), p.9.

²William Herron et al., Contemporary School Psychology (Scranton, PA: Intext Educational Publishers, 1970), p.20.

³Susan Walton Gray, The Psychologist in the Schools (New York: Holt, Rinehart and Winston, 1963), p.183.

To be a school psychologist is to understand and love children and to be opposed to expediency, egocentrism, and compromise in the treatment of children. The worth of a profession is measured by its contributions to man and the school psychologist is in a position to make a great contribution to "the father of man" in the child's formative years. The central problem of our time is how the individual can be helped to develop most adequately as a human being.¹

"Excellence in education" is the catch phrase of today. We cannot achieve this goal without excellence in performance, upholding high standards, and continue to upgrade our skills as school psychologists. The literature indicated that performance evaluation based on the established criteria was necessary to maintain high performance standards for school psychologists.

Evaluators of Psychologist's Performance

According to the National Association of School Psychologists, a school psychologist must be supervised and evaluated by an experienced professional school psychologist who demonstrates competencies needed for effective supervision.² Peer review, self-evaluation and continuing professional development was also recommended.³ Conti and Bardon recommended the use of consumers of psychological

¹Magary, p.744.

²Thomas and Grimes, p.509.

³Ibid., pp.509-10

services (school staff, parents and pupils) as evaluators.¹ Self-evaluation can always be helpful but like most other professionals school psychologists develop a self-concept in connection with their work. Few wish to undergo the emotional turmoil which accompanies a close, objective evaluation of what they are doing. The psychologists are usually very busy and self-evaluation is time consuming. Sandoval and Lambert claimed that evaluation of school psychologist's work by teachers was very reliable, especially, when teacher perceptions were contrasted with the psychologist's own perceptions.²

Grubb, Petty and Flynn suggested that feedback from teachers, administrators or director of special education should be incorporated into evaluation systems for continuous improvement and effectiveness of services provided by the school psychologist.³ Reilly suggested that the evaluation of school psychologists should be conducted by the director of psychological services on the basis of how

¹Conti and Bardon, pp.32-39.

²Sandoval and Lambert pp.172-79

³Grubb, Petty, and Flynn, pp.39-44.

well they achieve goals and objectives.¹ Miller, in her investigation in 1972, considered perceptions of teachers, principals and school psychologists to be very important because of their knowledge about psychological services.² Murphy felt that it was extremely important for supervisors responsible for evaluating school psychologists to have the knowledge of and expertise in the practice of school psychology.³ One of the most important goals of evaluation is to assist school psychologists to improve their skills and performance. Curtis and Yager recommended systems supervision model because of flexibility in implementing interventions as determined by the psychologist and his supervisor.⁴

¹David H. Reilly, "School Psychology: View from Second Generation," Psychology in the Schools, 10 (April 1973), 151-55.

²Jane N. Miller, "Consumer Response to Theoretical Role Models in School Psychology," Journal of School Psychology, 12, No. 3 (Winter 1974), 310-17.

³James P. Murphy, "Roles, Functions and Competencies of Supervisors of School Psychologists," School Psychology Review, 10, No. 4 (Fall 1981), 417-24.

⁴Michael J. Curtis and Geoffrey G. Yager, "A Systems Model for the Supervision of School Psychological Services," School Psychology Review, 10, No. 4 (Fall 1981), 425-33.

Summary

The literature indicated that performance activities of school psychologists fell into three major categories. They were:

1. Interpersonal relationship skills
2. Professional qualities
3. Psychological service tasks

The interpersonal relationship skills were primarily referring to establishing adequate working relationships and rapport with students, parents and school personnel. The professional qualities pertained to professional behavior and conduct, professional growth and development, and demonstration of physical health and emotional stability necessary for performing assigned duties. The psychological service tasks included planning ability; specific area competencies; ability to interpret psychological data; skills in written and oral expression; skills in conducting conferences, consultations and staffings; individual and group counseling effectiveness; intervention and remediation skills; inservice education for parents and teachers; liaison between schools and community agencies; and research activities. As detailed in Chapter Three, this information was very helpful in designing the questionnaire (see Appendix A) for gathering research data.

A variety of evaluation procedures and instruments were found as part of literature review. Most of them included the above mentioned performance skills and criteria. An array of evaluators responsible for evaluating psychologist's performance were mentioned in the literature. They were: supervisor of psychological services; special education director; educational services director; pupil services director; school superintendent; assistant superintendent of support services, chief education officer; school principal; chief psychologist; head psychologist; personnel director; director of employee relations; etc. Others who had limited involvement or provided input for evaluating psychologist's performance were the peers, self, support staff or child study team members, teachers, parents, students and community agency workers.

Chapter Three

METHODOLOGY

Purpose and Hypothesis

The major purpose of this investigation was, to develop a model for evaluating the performance of school psychologists, based on perceptions of psychologists working in Iowa schools about their current as well as desired performance evaluators. This purpose led to: (a) the examination of their role functions and performance criteria, (b) the identification of current and desired evaluators in specific performance areas, and (c) the determination of differences between the current and desired evaluators evaluating them in various performance areas as perceived by school psychologists. The following null hypothesis was developed to test for differences:

School psychologists perceive no difference between the current and desired dispersion of evaluators involved in evaluating them in sixteen separate performance areas.

The Instrument

The questionnaire was designed to identify evaluators involved in evaluating psychologists in specific performance areas as perceived by practicing psychologists in Iowa schools at both current and desired levels. A set of sixteen performance criteria, written in behavioral terms,

was also incorporated into the questionnaire. These criteria represented interpersonal relationship skills, professional qualities, and psychological service tasks typically performed by school psychologists. A sample questionnaire can be found in Appendix A. The information regarding specific evaluators and performance criteria included in the questionnaire were obtained from the findings of related studies, particularly the investigations conducted by Carroll, Thomas and Grimes, Sandoval and Lambert, Gerken and Landau,¹ and other related documents. The details of these sources were mentioned earlier in Chapter Two, Review of Literature.

A letter was also written to Supervisors of Psychological Services in all Area Education Agencies of Iowa. They were asked to provide information regarding job descriptions of school psychologists, common tasks performed by them, standards and criteria for evaluation, and evaluators responsible for evaluating their performance effectiveness in providing services to schools. Eleven out

¹James L. Carroll, ed., Contemporary School Psychology: Selected Readings from Psychology in the Schools; Alex Thomas and Jeff Grimes, eds. Best Practices in School Psychology; Jonathan Sandoval and Nadine M. Lambert, "Instruments for Evaluating School Psychologists' Functioning and Service"; and Kathryn Gerken and Steven Landau. "Perceived Effectiveness of School Psychological Services: A Comparative Study."

of fifteen supervisors responded to this letter. Each performance area selected was part of evaluation criteria at least in ten Area Education Agencies. The questionnaire designed by the researcher was primarily based on information secured from above mentioned sources, and evaluation instrument used by Des Moines Public Schools.¹

The Field Test

Three Supervisors of Psychological Services and seven school psychologists were randomly selected to field test the questionnaire for the purpose of validation. A cover letter was also sent along with the questionnaire to the participants. They were asked to review, feeling free to mark, comment, clarify, add or delete where necessary in order to improve the format and contents. It was requested that they return the questionnaire in a self-addressed, stamped envelope within five days of initial mailing date. A copy of the field test cover letter can be found in Appendix B.

All ten field test questionnaires were returned with some additions, deletions, and comments. These changes were made to modify the questionnaire following the field test. The cover letter was amended to state more clearly in terms

¹ _____. Psychologist Performance Evaluation Instrument (Des Moines, IA: Des Moines Independent Community School District, 1981).

of purpose and potential benefit of this research project. The signature and address of the researcher's major professor were incorporated in the cover letter. The instructions for completing the questionnaire were sequenced and placed opposite to questionnaire in a fold-out format for the convenience of respondents. The definitions of some key terms used were also included. Moreover, the cover letter and questionnaire were printed on a bright goldenrod paper for distinctiveness and aesthetic appeal. The items in the questionnaire were not numbered in order to minimize the value which might be associated with numbers. A copy of the cover letter and questionnaire can be found in Appendix A.

The Population and Sample

The population consisted of 357 school psychologists employed by all fifteen Area Education Agencies in Iowa serving local school districts during the 1983-84 school year.¹ The number of psychologists in each Area Education Agency varied from nine to fifty-one, depending on the student enrollment within each region.² Twenty-five percent of this population was randomly selected for the sample, using a random number generator at the Dial Center for Computer

¹State of Iowa, "School Psychologists and Related Psychological Services Providers," pp.2-6.

²Ibid.

Sciences at Drake University. These ninety school psychologists in the sample were selected in such a way that each Area Education Agency was represented in proportion to percent of psychologists working within a specific agency. Two of the psychologists who participated in the field test were also selected for the sample group. The names and addresses of participants were secured from the State of Iowa Department of Public Instruction.¹

Administration

The questionnaires were sent to all ninety school psychologists identified through random sampling completed by Dial Center for Computer Sciences at Drake University. The envelopes were coded to facilitate followup activities. The questionnaires were mailed along with a cover letter requesting a return response within the next five days. The definitions of key terms and instructions for completing the questionnaire were printed on the opposite page in a foldout format for ready reference. Two weeks later, a followup telephone call was made to each psychologist who had not responded to the initial mailing. A total of seventy-two out of ninety psychologists responded. This represented eighty percent of the sample. All completed questionnaires received were usable.

¹Ibid., pp.2-22.

Statistical Treatment

Data processing was conducted at Drake University Dial Center for Computer Sciences by using the Statistical Package for the Social Sciences (SPSS^X). The hypothesis for each performance area was tested at an alpha level of .05. A goodness-of-fit Chi square test was used because of its additive property and robustness.¹ Goodness-of-fit refers to whether a significant difference exists between an observed number and an expected number of responses.² The rejection of null hypotheses was set at the .05 level of significance for each performance area and was also reported at .01 level. The test of significance was made of the difference between the "current" perception of school psychologists and their respective "desired" perception regarding evaluator involvement in each performance area. Finally, the responses of research subjects were examined to determine the perceived importance of specific evaluator's involvement in respective performance area(s). These data were used as the basis for designing the Performance Evaluation Model for School Psychologists.

¹J. P. Guilford and Benjamin Fruchter, Fundamental Statistics in Psychology and Education. 6th rev. ed. (New York: McGraw Hill, 1978), pp.195-210.

²Shuyler W. Huck, William H. Cromier, and William G. Bounds, Reading Statistics and Research (New York: Harper and Row, 1974), pp.216-20.

Chapter Four

FINDINGS

Introduction

This study was primarily focused on the perceptions of Iowa school psychologists about their formal performance evaluation. The psychologists were asked to identify evaluators currently involved in evaluating their performance and the evaluators they think ought to be evaluating them. The main purpose was to develop a performance evaluation model on the basis of input received from school psychologists presently working in Iowa schools, with an intent to improve the existing evaluation process.

In order to accomplish this task, a set of 16 performance criteria (see Figure 1) was developed, based on the role functions and job description of Iowa school psychologist. The major sources for this information were the Iowa Department of Public Instruction Rules, Area Education Agencies, and Psychologist Performance Evaluation Instrument designed by Des Moines Independent Community School District psychology staff. These performance criteria were stated in behavioral terms and incorporated into a questionnaire (see Appendix A) for performance evaluation of school psychologists. This questionnaire was sent to 90 randomly selected psychologists from a total population of 357 serving Iowa schools through the Area

Figure 1

Description of performance evaluation criteria for Iowa School psychologists by specific performance area (PA).

PA	DESCRIPTION
1.	Expresses concern for students regardless of cultural, academic or intellectual needs.
2.	Demonstrates sensitivity in communicating and working with staff.
3.	Communicates with and informs parents concerning psychological services.
4.	Demonstrates professionalism and professional growth.
5.	Exhibits desirable professional behavior.
6.	Demonstrates physical health and emotional stability necessary to perform assigned duties.
7.	Demonstrates the ability to plan and prepare appropriately.
8.	Exhibits a competent level of knowledge of psychological services and skillfully utilizes resources to meet the needs of students, parents and staff.
9.	Demonstrates high level of clinical competence in interpreting psychological data.
10.	Writes concise psychological reports for parents and school staff.
11.	Conducts effective conferences, consultations and staffings.
12.	Establishes good rapport with students and parents in counseling situations.
13.	Makes practical recommendations and provides follow-up.
14.	Provides inservice to staff and parents.
15.	Acts as a liaison between school and community agencies.
16.	Conducts research.

Education Agencies during 1983-84 school year. They were asked to identify evaluators currently evaluating them and the ones they thought ought to be evaluating them in each performance area. Seventy-two psychologists responded to the questionnaire. A comparison of the number of psychologists selected for the sample to the number of psychologists who responded from each Area Education Agency was presented in Table 1.

Presentation of Data

The data from psychologists' responses were tabulated (see Tables 2 through 33) under each performance area. The data for each performance area were listed in two tables (e.g., Table 2 and Table 3 for Performance Area 1). The first table included levels of input under the current and desired columns in frequency and percent by each evaluator as perceived by the respondents. The first figure under each column indicated frequency and the second figure represented percent of psychologists reporting different levels of input by evaluators. For instance, in case of a principal (see Table 2), twenty-two psychologists or 31 percent of the respondents reported no input at the current level and eleven or 15 percent of them indicated no input at the desired level. Thirty-four or 47 percent of the respondents reported some input at the current level and thirty-five or 49 percent indicated some input by the

Table 1

Comparative data on Iowa school psychologists in the sample and the ones who participated in the study from each Area Education Agency (frequency and percent).

Area Education Agency	Sample		Respondents		
	Frequency	Percent of Total	Frequency	Percent of Total	Percent Response
1.	7	7.8	5	6.9	71.4
2.	4	4.4	4	5.6	100.0
3.	3	3.3	2	2.8	66.7
4.	2	2.2	2	2.8	100.0
5.	5	5.6	4	5.6	80.0
6.	4	4.4	3	4.2	75.0
7.	7	7.8	5	6.9	71.4
9.	13	14.4	9	12.5	69.2
10.	13	14.4	10	13.9	76.9
11.	13	14.4	13	18.1	100.0
12.	5	5.6	4	5.6	80.0
13.	5	5.6	3	4.2	60.0
14.	2	2.2	2	2.8	100.0
15.	4	4.4	4	5.6	100.0
16.	3	3.3	2	2.8	66.7
Total =	90	100.0	72	100.0	80.0

Note: Area Education Agency number 8 does not exist.

Table 2

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 1 (Expresses concern for students regardless of cultural, academic or intellectual needs).
N = 72

Evaluator	Level of Input (frequency/percent)					
	None		Some		Major	
	Current	Desired	Current	Desired	Current	Desired
Supervisor	13/ 18	16/ 22	13/ 18	24/ 33	46/ 64	32/ 45
Principal	22/ 31	11/ 15	34/ 47	35/ 49	16/ 22	26/ 36
Director	68/ 94	66/ 92	3/ 4	6/ 8	1/ 2	0/ 0
Self	28/ 39	19/ 26	40/ 56	45/ 63	4/ 5	8/ 11
Peer	69/ 96	59/ 82	3/ 4	10/ 14	0/ 0	3/ 4
No One	67/ 93	72/100	0/ 0	0/ 0	5/ 7	0/ 0
Other	60/ 83	58/ 81	12/ 17	11/ 15	0/ 0	3/ 4

Table 3

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 1 (Expresses concern for student's regardless of cultural, academic or intellectual needs). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	59	56
Principal	50	61
Self	44	53
Director, Peer and Other	19	33

Chi Square = 14.7292** df = 3

**p< .01

principal at the desired level. Sixteen or 22 percent of the respondents reported principal as the major evaluator at the current level and twenty-six or 36 percent perceived principal as the major evaluator at the desired level.

The second table contained data regarding evaluator involvement only and frequencies were listed under current and desired columns for four categories of evaluators. The "No One" category was not included because of extremely small numbers in each cell. The "Director," "Peer" and "Other" categories were collapsed into one category because of limited numbers in these cells. Following the example of principal (see Table 3), fifty out of 72 respondents reported involvement at the current level and sixty-one out of 72 indicated involvement by the principal at the desired level. The hypothesis for each performance area was subjected to statistical treatment (Goodfit Chi Square analysis) and was tested at .05 level but also reported at .01 level. The following null hypothesis was tested:

School psychologists perceive no difference between the current and desired dispersion of evaluators involved in evaluating them in sixteen separate performance areas.

Analysis of Data

The data in Table 1 indicated that school psychologists from each of the 15 Area Education Agencies participated in

this study. The overall response was at 80 percent level. The number of respondents compared very favorably to the number of psychologists selected in representing each Area Education Agency proportionately.

Performance Area 1

The data in Table 2 pertaining to this area indicated that the psychologist and principal provided most of the input at current level. The respondents desired more input by the psychologist and principal in this area with some input from the supervisor. There was little input by the director or peers at either level. The data also indicated that the principal and supervisor should secure input from parents, students, teachers and interdisciplinary child-study team members about psychologist's performance. The supervisor was perceived as the major evaluator at both levels for this performance area.

As listed in Table 3, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 1. A higher level of involvement by the principal, psychologist and others at the desired level primarily contributed towards this significance.

Performance Area 2

The data in Table 4 relating to this area indicated that psychologist and principal provided most of the input at

both current and desired levels with some input by the supervisor. The respondents desired more input from the psychologist and supervisor in this area. There was little input by the director or peers at either level. The data also indicated that the principal and supervisor should secure input about psychologist's performance from teachers and interdisciplinary child-study team members. The supervisor was perceived as the major evaluator at the current level but the principal was preferred as the major evaluator at the desired level for this performance area.

As reported in Table 5, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 2. A higher level of involvement by the principal, psychologist, and others at the desired level primarily contributed towards this significance.

Performance Area 3

The data relating to this area reported in Table 6 indicated that the psychologist and principal provided most of the input at both current and desired levels with some input from the supervisor. The respondents desired more input from the psychologist and supervisor in this area. There was little input by the director or peers at either level. The data also indicated that the principal and supervisor should secure input from parents about

Table 4

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 2 (Demonstrates sensitivity in communicating and working with staff). N = 72

Evaluator	Level of Input (frequency/percent)					
	None		Some		Major	
	Current	Desired	Current	Desired	Current	Desired
Supervisor	6/ 8	21/ 29	21/ 29	26/ 36	45/ 63	25/ 35
Principal	20/ 28	14/ 19	29/ 40	27/ 38	23/ 32	31/ 43
Director	67/ 93	65/ 90	4/ 6	6/ 8	1/ 1	1/ 2
Self	34/ 47	25/ 35	35/ 49	40/ 56	3/ 4	7/ 9
Peer	68/ 94	57/ 79	4/ 6	13/ 18	0/ 0	2/ 3
No One	72/100	71/ 99	0/ 0	0/ 0	0/ 0	1/ 1
Other	60/ 83	55/ 76	12/ 17	12/ 17	0/ 0	5/ 7

Table 5

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 2 (Demonstrates sensitivity in communicating and working with staff). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	66	51
Principal	52	58
Self	38	47
Director, Peer and Other	21	39

Chi Square = 21.6616** df = 3

**p< .01

Table 6

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 3 (Communicates with and informs parents concerning psychological services). N = 72

Evaluator	Level of Input (frequency/percent)								
	None			Some			Major		
	Current		Desired	Current		Desired	Current		Desired
Supervisor	12/	17	20/ 28	18/ 25	27/ 37	42/ 58	25/ 35		
Principal	21/ 29	16/ 22	28/ 39	23/ 32	23/ 32	33/ 46			
Director	68/ 94	68/ 94	4/ 6	4/ 6	0/ 0	0/ 0			
Self	31/ 43	21/ 29	35/ 49	41/ 57	6/ 8	10/ 14			
Peer	69/ 96	65/ 90	3/ 4	7/ 10	0/ 0	0/ 0			
No One	72/100	72/100	0/ 0	0/ 0	0/ 0	0/ 0			
Other	59/ 82	57/ 79	12/ 16	11/ 16	1/ 2	4/ 5			

Table 7

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 3 (Communicates with and informs parents concerning psychological services). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	60	52
Principal	51	56
Self	41	51
Director, Peer and Other	20	26

Chi Square = 5.7959 df = 3

p> .05

p> .01

psychologist's performance. The supervisor was perceived as the major evaluator at the current level but the principal was preferred as the major evaluator at the desired level for this performance area.

As reported in Table 7, no differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was not rejected for Performance Area 3.

Performance Area 4

The data pertaining to this area reported in Table 8 indicated that the psychologist and principal provided most of the input at both current and desired levels. The respondents desired more input from the psychologist and supervisor in this area. There was little input by the director, peers or others at either level. The supervisor was perceived as the major evaluator at both levels for this performance area.

As reported in Table 9, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 4. A higher level of involvement by the psychologist at the desired level primarily contributed towards this significance.

Table 8

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 4 (Demonstrates professionalism and professional growth). N = 72

Evaluator	Level of Input (frequency/percent)					
	None		Some		Major	
	Current	Desired	Current	Desired	Current	Desired
Supervisor	5/ 6	7/ 10	4/ 6	12/ 17	63/ 88	53/ 73
Principal	36/ 50	35/ 49	35/ 49	32/ 44	1/ 1	5/ 7
Director	64/ 89	65/ 90	7/ 10	5/ 7	1/ 1	2/ 3
Self	29/ 40	12/ 17	38/ 53	50/ 69	5/ 7	10/ 14
Peer	68/ 94	60/ 83	4/ 6	10/ 14	0/ 0	2/ 3
No One	71/ 99	72/ 100	0/ 0	0/ 0	1/ 1	0/ 0
Other	68/ 94	69/ 96	3/ 4	3/ 4	1/ 2	0/ 0

Table 9

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 4 (Demonstrates professionalism and professional growth). N = 72

Evaluator	Frequency of Responses Answering some or Major	
	Current	Desired
Supervisor	67	65
Principal	36	37
Self	43	60
Director, Peer and Other	16	22

Chi Square = 9.0584* df = 3

*p < .05

Performance Area 5

The data pertaining to this area reported in Table 10 indicated that the principal and psychologist provided most of the input at both current and desired levels. The respondents desired more input from the psychologist in this area. There was little input by the director, peers or others at either level. The supervisor was perceived as the major evaluator at both levels for this performance area.

As reported in Table 11, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 5. A higher level of involvement by the psychologist at the desired level primarily contributed towards this significance.

Performance Area 6

The data pertaining to this area reported in Table 12 indicated that the psychologist and principal provided most of the input at both current and desired levels. The respondents desired more input from the psychologist, principal and supervisor in this area. There was little input by the director, peers or others at either level. The supervisor was perceived as the major evaluator at both levels for this performance area.

As reported in Table 13, differences were found between the current desired levels of evaluator involvement as

Table 10

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 5 (Exhibits desirable professional behavior). N = 72

Evaluator	Level of Input (frequency/percent)									
	None		Some				Major			
	Current	Desired	Current	Desired	Current	Desired	Current	Desired	Current	Desired
Supervisor	2/ 3	7/ 10	9/ 12	14/ 19	61/ 85	51/ 71				
Principal	24/ 33	19/ 27	40/ 56	42/ 58	8/ 11	11/ 15				
Director	63/ 88	64/ 89	8/ 11	7/ 10	1/ 1	1/ 1				
Self	33/ 46	12/ 17	37/ 51	53/ 73	2/ 3	7/ 10				
Peer	68/ 94	56/ 78	4/ 6	14/ 19	0/ 0	2/ 3				
No One	72/100	72/100	0/ 0	0/ 0	0/ 0	0/ 0				
Other	63/ 88	64/ 89	9/ 12	8/ 11	0/ 0	0/ 0				

Table 11

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 5 (Exhibits desirable professional behavior). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	70	65
Principal	48	53
Self	39	60
Director, Peer and Other	22	32

Chi Square = 16.7310** df = 3

**p< .01

Table 12

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 6 (Demonstrates physical health and emotional stability necessary to perform assigned duties).
N = 72

Evaluator	Level of Input (frequency/percent)					
	None		Some		Major	
	Current	Desired	Current	Desired	Current	Desired
Supervisor	9/ 13	7/ 10	6/ 8	16/ 22	57/ 79	49/ 68
Principal	37/ 51	28/ 39	28/ 39	37/ 51	7/ 10	7/ 10
Director	66/ 92	66/ 92	5/ 7	5/ 7	1/ 1	1/ 1
Self	35/ 49	16/ 22	35/ 48	44/ 61	2/ 3	12/ 17
Peer	71/ 99	60/ 83	1/ 1	10/ 14	0/ 0	2/ 3
No One	67/ 92	71/ 99	0/ 0	0/ 0	5/ 7	1/ 1
Other	69/ 96	70/ 97	3/ 4	2/ 3	0/ 0	0/ 0

Table 13

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 6 (Demonstrates physical health and emotional stability necessary to perform assigned duties). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	63	65
Principal	35	44
Self	37	56
Director, Peer and Other	10	20

Chi Square = 22.1345** df = 3

**p< .01

perceived by the respondents. The null hypothesis was rejected for Performance Area 6. A higher level of involvement by the psychologist and principal at the desired level primarily contributed towards this significance.

Performance Area 7

The data relating to this area reported in Table 14 indicated that the psychologist and principal provided most of the input at both current and desired levels with some input from the supervisor. The respondents desired more input from the psychologist, principal and supervisor in this area. There was little input by the director, peers or others at either level. The supervisor was perceived as the major evaluator at both levels for this performance area.

As listed in Table 15, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 7. A higher level of involvement by the supervisor, psychologist and principal at the desired level primarily contributed towards this significance.

Performance Area 8

The data pertaining to this area reported in Table 16 indicated that the psychologist and principal provided most of the input at both current and desired levels. The respondents desired more input from the psychologist and

Table 14

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 7 (Demonstrates the ability to plan and prepare appropriately). N = 72

Evaluator	Level of Input (frequency/percent)					
	None		Some		Major	
	Current	Desired	Current	Desired	Current	Desired
Supervisor	6/ 8	7/ 10	14/ 20	19/ 26	52/ 72	46/ 64
Principal	33/ 46	22/ 31	25/ 34	36/ 50	14/ 20	14/ 19
Director	67/ 93	67/ 93	3/ 4	5/ 7	2/ 3	0/ 0
Self	33/ 46	16/ 22	36/ 50	44/ 61	3/ 4	12/ 17
Peer	69/ 96	62/ 86	2/ 3	10/ 14	1/ 1	0/ 0
No One	72/100	72/100	0/ 0	0/ 0	0/ 0	0/ 0
Other	65/ 90	68/ 94	7/ 10	4/ 6	0/ 0	0/ 0

Table 15

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 7 (Demonstrates the ability to plan and prepare appropriately). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	66	65
Principal	39	50
Self	39	56
Director, Peer and Other	15	19

Chi Square = 11.5946** df = 3

**p< .01

Table 16

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 8 (Exhibits a competent level of knowledge of psychological services and skillfully utilizes resources to meet the needs of students, parents and staff). N = 72

Evaluator	Level of Input (frequency/percent)					
	None		Some		Major	
	Current	Desired	Current	Desired	Current	Desired
Supervisor	3/ 4	5/ 7	6/ 8	10/ 13	63/ 88	57/ 80
Principal	23/ 32	28/ 39	43/ 60	35/ 49	6/ 8	9/ 12
Director	66/ 92	66/ 92	5/ 7	6/ 8	1/ 1	0/ 0
Self	31/ 43	21/ 29	39/ 54	48/ 67	2/ 3	3/ 4
Peer	70/ 97	57/ 79	2/ 3	14/ 20	0/ 0	1/ 1
No One	72/100	72/100	0/ 0	0/ 0	0/ 0	0/ 0
Other	65/ 90	66/ 92	7/ 10	4/ 5	0/ 0	2/ 3

Table 17

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 8 (Exhibits a competent level of knowledge of psychological services and skillfully utilizes resources to meet the needs of students, parents and staff). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	69	67
Principal	49	44
Self	41	51
Director, Peer and Other	15	27

Chi Square = 12.6072** df = 3

**p < .01

peers in this area. There was little input by the director or others at either level. The supervisor was perceived as the major evaluator at both levels for this performance area.

As reported in Table 17, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 8. A higher level of involvement by the psychologist and others (peers) at the desired level primarily contributed towards this significance.

Performance Area 9

The data pertaining to this area reported in Table 18 indicated that the psychologist and principal provided most of the input at both current and desired levels. The respondents desired more input from the psychologist and peers in this area. There was little input by the director or others at either level. The supervisor was perceived as the major evaluator at both levels for this performance area.

As reported in Table 19, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 9. A higher level of involvement by the psychologist and others (peers) at the desired level primarily contributed towards this significance.

Table 18

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 9 (Demonstrates high level of clinical competence in interpreting psychological data). N = 72

Evaluator	Level of Input (frequency/percent)					
	None		Some		Major	
	Current	Desired	Current	Desired	Current	Desired
Supervisor	6/ 8	7/ 10	6/ 9	9/ 12	60/ 83	56/ 78
Principal	37/ 51	36/ 50	30/ 42	33/ 46	5/ 7	3/ 4
Director	68/ 94	67/ 93	3/ 4	5/ 7	1/ 2	0/ 0
Self	31/ 43	21/ 29	35/ 49	41/ 57	6/ 8	10/ 14
Peer	70/ 97	56/ 78	2/ 3	13/ 18	0/ 0	3/ 4
No One	72/100	71/ 99	0/ 0	1/ 1	0/ 0	0/ 0
Other	66/ 92	69/ 96	6/ 8	3/ 4	0/ 0	0/ 0

Table 19

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 9 (Demonstrates high level of clinical competence in interpreting psychological data). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	66	65
Principal	35	36
Self	41	51
Director, Peer and Other	12	25

Chi Square = 16.5661** df = 3

**p< .01

Performance Area 10

The data pertaining to this area reported in Table 20 indicated that the psychologist and principal provided most of the input at both current and desired levels. The respondents desired more input from the psychologist and peers in this area. There was little input by the director or others at either level. The supervisor was perceived as the major evaluator at both levels for this performance area.

As reported in Table 21, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 10. A higher level of involvement by the principal and others (peers) at the desired level primarily contributed towards this significance.

Performance Area 11

The data pertaining to this area reported in Table 22 indicated that the psychologist and principal provided most of the input at current level with some input from the supervisor. The respondents desired more input from the psychologist and supervisor in this area. There was little input by the director or peers at either level. The data also indicated that the supervisor and principal should secure input from the parents and interdisciplinary child-study team members regarding psychologist's

Table 20

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 10 (Writes concise psychological reports for parents and school staff). N = 72

Evaluator	Level of Input (frequency/percent)									
	None		Some		Major					
	Current	Desired	Current	Desired	Current	Desired	Current	Desired	Current	Desired
Supervisor	5/ 7	6/ 8	5/ 7	12/ 17	62/ 86	54/ 75				
Principal	34/ 47	23/ 32	38/ 53	42/ 58	0/ 0	7/ 10				
Director	67/ 93	67/ 93	3/ 4	5/ 7	2/ 3	0/ 0				
Self	31/ 43	24/ 33	34/ 47	43/ 60	7/ 10	5/ 7				
Peer	69/ 96	54/ 75	3/ 4	15/ 21	0/ 0	3/ 4				
No One	72/100	72/100	0/ 0	0/ 0	0/ 0	0/ 0				
Other	60/ 84	60/ 83	11/ 15	9/ 13	1/ 1	3/ 4				

Table 21

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 10 (Writes concise psychological reports for parents and school staff). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	67	66
Principal	38	49
Self	41	48
Director, Peer and Other	20	35

Chi Square = 15.6443** df = 3

**p< .01

Table 22

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 11 (Conducts effective conferences, consultations and staffings). N = 72

Evaluator	Level of Input (frequency/percent)					
	None		Some		Major	
	Current	Desired	Current	Desired	Current	Desired
Supervisor	8/ 11	11/ 15	16/ 22	30/ 42	48/ 67	31/ 43
Principal	25/ 35	12/ 17	30/ 42	29/ 40	17/ 23	31/ 43
Director	67/ 93	67/ 93	4/ 6	5/ 7	1/ 1	0/ 0
Self	31/ 43	23/ 32	36/ 50	43/ 60	5/ 7	6/ 8
Peer	67/ 93	62/ 86	5/ 7	9/ 12	0/ 0	1/ 2
No One	72/100	72/100	0/ 0	0/ 0	0/ 0	0/ 0
Other	60/ 83	59/ 82	11/ 15	10/ 14	1/ 2	3/ 4

Table 23

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 11 (Conducts effective conferences, consultations and staffings). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	64	61
Principal	47	60
Self	41	49
Director, Peer and Other	20	28

Chi Square = 6.9337 df = 3

p> .05

p> .01

performance in this area. The supervisor was perceived as the major evaluator at the current level but principal was perceived as sharing this responsibility equally with supervisor at the desired level for this performance area.

As reported in Table 23, no differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was not rejected for Performance Area 11.

Performance Area 12

The data pertaining to this area reported in Table 24 indicated that the psychologist and principal provided most of the input at both current and desired levels with some input from supervisor. The respondents desired more input from the psychologist and others in this area. The data also indicated that the principal and supervisor should secure input from students and parents about the psychologist's effectiveness in counseling relationships. There was little input by the director or peers at either level. The supervisor was perceived as the major evaluator at the current level but principal was perceived as the major evaluator at the desired level for this performance area.

As reported in Table 25, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 12. A higher level of

Table 24

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 12 (Establishes good rapport with students and parents in counseling situations). N = 72

Evaluator	Level of Input (frequency/percent)							
	None		Some		Major			
	Current	Desired	Current	Desired	Current	Desired	Current	Desired
Supervisor	20/ 28	24/ 33	16/ 22	27/ 38	36/ 50	21/ 29		
Principal	31/ 43	24/ 33	20/ 27	25/ 35	21/ 30	23/ 32		
Director	70/ 97	70/ 97	1/ 2	2/ 3	1/ 1	0/ 0		
Self	31/ 43	15/ 21	33/ 46	38/ 53	8/ 11	19/ 26		
Peer	69/ 96	63/ 88	3/ 4	6/ 8	0/ 0	3/ 4		
No One	66/ 92	71/ 98	1/ 1	0/ 0	5/ 7	1/ 2		
Other	63/ 88	58/ 81	8/ 11	9/ 12	1/ 1	5/ 7		

Table 25

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 12 (Establishes good rapport with students and parents in counseling situations). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	52	48
Principal	41	48
Self	41	57
Director, Peer and Other	14	25

Chi Square = 16.3896** df = 3

**p> .01

involvement by the psychologist and others at the desired level primarily contributed towards this significance.

Performance Area 13

The data pertaining to this area reported in Table 26 indicated that the psychologist and principal provided most of the input at current level. The respondents desired more input from the psychologist and supervisor in this area. There was little input by the director or peers at either level. The data also indicated that the principal and supervisor should secure input from teachers and parents about psychologist's performance. The supervisor was perceived as the major evaluator at the desired level for this performance area.

As reported in Table 27, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 13. A higher level of involvement by the principal and others at the desired level primarily contributed towards this significance.

Performance Area 14

The data pertaining to this area reported in Table 28 indicated that the psychologist and principal provided most of the input at both current and desired levels with some input from the supervisor. The respondents desired more input from the psychologist and supervisor in this area. There was

Table 26

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 13 (Makes practical recommendations and provides follow-up). N = 72

Evaluator	Level of Input (frequency/percent)							
	None		Some		Major			
	Current	Desired	Current	Desired	Current	Desired	Current	Desired
Supervisor	16/ 22	16/ 22	12/ 17	35/ 49	44/ 61	21/ 29		
Principal	25/ 35	14/ 19	31/ 43	24/ 32	16/ 22	34/ 48		
Director	70/ 97	68/ 94	1/ 1	4/ 6	1/ 2	0/ 0		
Self	32/ 44	27/ 38	33/ 46	38/ 53	7/ 10	7/ 9		
Peer	70/ 97	64/ 89	2/ 3	5/ 7	0/ 0	3/ 4		
No One	71/ 99	72/100	0/ 0	0/ 0	1/ 1	0/ 0		
Other	58/ 81	50/ 70	11/ 15	15/ 20	3/ 4	7/ 10		

Table 27

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 13 (Makes practical recommendations and provides follow-up). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	56	56
Principal	47	58
Self	40	45
Director, Peer and Other	18	34

Chi Square = 17.4217** df = 3

**p> .01

Table 28

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 14 (Provides inservice to staff and parents). N = 72

Evaluator	Level of Input (frequency/percent)							
	None		Some		Major			
	Current	Desired	Current	Desired	Current	Desired		
Supervisor	12/ 16	17/ 23	20/ 28	33/ 46	40/ 56	22/ 31		
Principal	27/ 38	15/ 21	24/ 33	23/ 32	21/ 29	34/ 47		
Director	70/ 97	66/ 92	1/ 1	5/ 7	1/ 2	1/ 1		
Self	35/ 49	21/ 29	32/ 44	44/ 61	5/ 7	7/ 10		
Peer	68/ 95	63/ 88	3/ 4	6/ 8	1/ 1	3/ 4		
No One	69/ 96	71/ 99	0/ 0	0/ 0	3/ 4	1/ 1		
Other	63/ 88	59/ 82	8/ 11	9/ 12	1/ 1	4/ 6		

Table 29

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 14 (Provides inservice to staff and parents). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	60	55
Principal	45	57
Self	37	51
Drector, Peer and Other	18	28

Chi Square = 20.1808** df = 3

**p> .01

little input by the director or peers at either level. The data also indicated that the principal and supervisor should secure input from teachers and parents about the psychologist's performance during inservice presentations. The supervisor was perceived as the major evaluator at the current level but the principal was perceived as the major evaluator at the desired level for this performance area.

As reported in Table 29, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 14. A higher level of involvement by the psychologist and others at the desired level primarily contributed towards this significance.

Performance Area 15

The data pertaining to this area reported in Table 30 indicated that the psychologist and principal provided most of the input at current level. The respondents desired more input from the psychologist and supervisor in this area. There was little input by the director or peers at either level. The data also indicated that the supervisor should secure some input from agency workers in regard to psychologist's interaction with community agencies. The supervisor was perceived as the major evaluator at both levels of this performance area.

As reported in Table 31, differences were found between the current and desired levels of evaluator involvement as

Table 30

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 15 (Acts as a liaison between school and community agencies). N = 72

Evaluator	Level of Input (frequency/percent)								
	None			Some			Major		
	Current	Desired		Current	Desired		Current	Desired	
Supervisor	15/ 21	14/ 19		11/ 15	22/ 31		46/ 64	36/ 50	
Principal	34/ 48	24/ 33		26/ 36	33/ 46		12/ 16	15/ 21	
Director	69/ 96	66/ 92		1/ 1	4/ 5		2/ 3	2/ 3	
Self	31/ 43	15/ 21		31/ 43	43/ 60		10/ 14	14/ 19	
Peer	71/ 99	67/ 93		1/ 1	4/ 6		0/ 0	1/ 1	
No One	69/ 96	70/ 97		1/ 1	0/ 0		2/ 3	2/ 3	
Other	67/ 93	65/ 90		5/ 7	5/ 7		0/ 0	2/ 3	

Table 31

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 15 (Acts as a liaison between school and community agencies). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	57	58
Principal	38	48
Self	41	57
Director, Peer and Other	9	18

Chi Square = 17.8930** df = 3

**p> .01

perceived by the respondents. The null hypothesis was rejected for Performance Area 15. A higher level of involvement by the psychologist and principal at the desired level primarily contributed towards this significance.

Performance Area 16

The data pertaining to this area reported in Table 32 indicated that the psychologist and principal provided most of the input at current level. The respondents desired more input from the psychologist regarding his/her research activities and some input from peers in this area. There was little input by the director or others at either level. The supervisor was perceived as the major evaluator at both levels for this performance area.

As reported in Table 33, differences were found between the current and desired levels of evaluator involvement as perceived by the respondents. The null hypothesis was rejected for Performance Area 16. A higher level of involvement by the psychologist at the desired level primarily contributed towards this significance.

Table 32

Iowa school psychologists' perceptions of current versus desired levels of input by evaluators of their performance in Performance Area 16 (Conducts research). N = 72

Evaluator	Level of Input (frequency/percent)								
	None			Some			Major		
	Current	Desired		Current	Desired		Current	Desired	
Supervisor	15/ 21	16/ 22		3/ 4	9/ 12		54/ 75	47/ 66	
Principal	56/ 78	58/ 81		16/ 22	14/ 19		0/ 0	0/ 0	
Director	69/ 96	68/ 94		1/ 1	2/ 3		2/ 3	2/ 3	
Self	35/ 49	23/ 32		26/ 36	30/ 42		11/ 15	19/ 26	
Peer	68/ 94	62/ 86		4/ 6	9/ 13		0/ 0	1/ 1	
No One	67/ 93	68/ 94		0/ 0	1/ 2		5/ 7	3/ 4	
Other	70/ 97	70/ 97		2/ 3	2/ 3		0/ 0	0/ 0	

Table 33

Chi square analysis of Iowa school psychologists' perceptions of current versus desired levels of evaluator involvement in evaluating their performance in Performance Area 1 (Conducts research). N = 72

Evaluator	Frequency of Responses Answering Some or Major	
	Current	Desired
Supervisor	57	56
Principal	16	14
Self	37	49
Director, Peer and Other	9	16

Chi Square = 9.6039* df = 3

*p> .05

Chapter Five

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND DISCUSSION

Summary of the Investigation

The psychological services delivery to school districts in Iowa has changed significantly since 1975 state and federal legislation pertaining to handicapped students. In 1975, school psychologists in Iowa came under the jurisdiction of fifteen Area Education Agencies. Each Area Education Agency became an intermediary agency between the Department of Public Instruction and local school districts within a specific region. Over the last nine years, the number of school psychologists in Iowa has increased from 285 in 1975 to 357 in 1984 because of state and federal funding for support services to special education students. However, this steady growth has leveled off recently and staff reductions have become common due to dwindling financial resources and declining enrollment. For accountability purposes, both psychologists and educational administrators have expressed considerable interest in terms of how and by whom the performance of school psychologists should be evaluated.

Previous studies have focused on how psychologists were perceived by parents, teachers and administrators in terms of their effectiveness in schools. The purpose of this study was to develop a model for evaluating the performance

of school psychologists based on the perceptions of psychologists working in Iowa schools about their current as well as desired performance evaluators.

A random sample of ninety, out of total population of 357 Iowa school psychologists, were asked to respond to a questionnaire designed by the researcher. A set of sixteen performance criteria, written in behavioral terms, was selected based on the job descriptions and role functions of school psychologists working in Iowa. The psychologists were asked to identify evaluators involved in evaluating them in each performance area at both the current and desired levels. They were also asked to identify an evaluator who had major responsibility in evaluating them currently and the one they would desire to be their major evaluator. The differences between the current and desired dispersion of evaluators were statistically analyzed (Goodfit Chi-square) and an evaluation model was developed. The following null hypothesis was tested:

School psychologists perceive no difference between the current and desired dispersion of evaluators involved in evaluating them in sixteen separate performance areas.

Differences were found between the current and desired dispersion of evaluators for fourteen out of sixteen performance areas. No differences were found in case of

performance areas 3 and 11. The data indicated that currently the Supervisor of Psychological Services was the primary evaluator for all performance areas. The principal and psychologists were involved in providing input, however, there was no involvement from anyone else at the current level. The psychologists desired the supervisor to be their primary evaluator for performance areas: 1, 4, 5, 6, 7, 8, 9, 10, 15, and 16, but they desired the principal as their primary evaluator for performance areas: 2, 3, 11, 12, 13, and 14. They desired more involvement in the evaluation process themselves and by the building principal without limiting the supervisor's primary role. The respondents recommended that the supervisor and/or principal should make a concerted effort in soliciting input from consumers. The consumers identified by the respondents included interdisciplinary child study team members, teachers, parents students, and community agency workers. The psychologists also desired involvement from their peers in performance reviews and technical consultations. The Supervisor of Psychological Services was identified as the primary evaluator responsible for gathering and integrating all the performance evaluation data to complete the composite evaluation for the personnel file.

Conclusions

Based on the findings of this study, it was concluded that the school psychologists perceived:

1. The Supervisor of Psychological Services to be the primary person responsible for completing their composite evaluation.
2. Their own and building principal's involvement in the evaluation process to be important.
3. That the supervisor as well as the building principal solicit input from the consumers regarding psychological services.
4. The principal as the primary evaluator for six performance areas, and the supervisor, for the other ten.
5. Their peers to be involved in performance reviews and technical consultations.

Recommendations

The following recommendations were made:

1. Each psychology unit within a school district or Area Education Agency should develop performance criteria and standards for school psychologists based on recommendations from psychologists, educational administrators, supervisors, and consumers of psychological services in schools.
2. The Psychological Services Supervisor should gather evaluation data for each performance area in conjunction with evaluators specified

in the recommended performance evaluation model (See Figure 2).

3. A peer review procedure should be instituted by school psychologists in order to monitor themselves for maintaining high performance standards.
4. An evaluation survey should be developed by school psychologists and administrators for securing feedback from consumers.
5. Since this study was limited to Iowa school psychologists, the researcher would suggest that a follow-up study be conducted involving school psychologists representing all fifty states.

Discussion

The evaluation process is a joint venture. The main purpose of evaluation is to assure quality service to consumers. The school psychologists can familiarize themselves with the performance standards and criteria early during the school year. Specific performance objectives and goals can be agreed upon by the psychologist, principal and supervisor. The supervisor and other evaluators can provide feedback to the psychologists following observations of performance activities. The areas of weakness and strength can be identified jointly by the psychologist and supervisor during evaluation conferences. The improvement plans can be developed with the help of the personnel office for accountability purposes.

Figure 2

Performance Evaluation Model For School Psychologists

Performance Criteria	Evaluators		
	Primary	Secondary	Others
1. Expresses concern for students regardless of cultural, academic, or intellectual needs	supervisor	- principal - self	- students - teachers - parents -*child study team members
2. Demonstrates sensitivity in communicating and working with staff.	principal	- supervisor - self	- teachers -*child study team members
3. Communicates with and informs parents concerning psychological services	principal	- supervisor - self	parents

MORE...

Figure 2 (cont'd)

Performance Criteria	Evaluators		
	Primary	Secondary	Others
4. Demonstrates professionalism and professional growth	supervisor	-self -principal	none
5. Exhibits desirable professional behavior	supervisor	-self -principal	none
6. Demonstrates physical health and emotional stability necessary to perform assigned duties	supervisor	-self -principal	none
7. Demonstrates the ability to plan and prepare appropriately	supervisor	-principal -self	none

MORE...

Figure 2 (cont'd)

Performance Criteria	Evaluators		
	Primary	Secondary	Others
8. Exhibits a competent level of knowledge of psychological services and skillfully utilizes resources to meet the needs of students, parents and staff	supervisor	-self -principal	peers
9. Demonstrates high level of clinical competence in interpreting psychological data	supervisor	-self -principal	peers
10. Writes concise psychological reports for parents and school staff.	supervisor	-self	peers
11. Conducts effective conferences, consultations and staffings	principal	-supervisor -self	-parents *-child study team members

Figure 2 (cont'd)

Performance Criteria	Evaluators		
	Primary	Secondary	Others
12. Establishes excellent rapport with students and parents in counseling situations	principal	-supervisor -self	students
13. Makes practical recommendations and provides follow-up	principal	supervisor	parents
14. Provides inservice to staff and parents	principal	supervisor	teachers
15. Acts as a liaison between school and community agencies	supervisor	-principal -self	agency workers
16. Conducts search	supervisor	self	peers

*Counselor, nurse, social worker, speech and language clinician, audiologist, occupational therapist, physical therapist, work experience advisor, and special education coordinator

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APPENDIX A

Darshan Singh
1635 S.E. Pioneer Road
Des Moines, Iowa 50320
Phone: (515) 288-1446

Dear Colleague:

We are in the process of conducting a study concerning the performance evaluation of school psychologists in Iowa. As a practitioner, you are most qualified in terms of role function and evaluation of school psychologists. Your participation in this study will be an important contribution to our profession.

Please complete the enclosed questionnaire. Your response to each of the selected performance criterion is vital to the outcome of this particular study. All individual responses will be kept confidential.

Using the self-addressed envelope, please return the questionnaire within the next five days. If you have any questions, do not hesitate to contact me at my office 515-284-7714 or my home 515-288-1446.

Thank you for your assistance and cooperation.

Truly,

Darshan Singh
Project Coordinator

Dr. James Halvorsen
Associate Professor
of Education
Drake University

This questionnaire is designed to identify the educational administrators who are currently evaluating you and the ones you think ought to be evaluating you in each specific performance area. The terms used are defined below:

<u>Performance Evaluation:</u>	Formal written document which becomes part of your personnel file.
<u>Supervisor:</u>	Head, chief, coordinator or supervisor of psychological services in the school district or A.E.A.
<u>Principal:</u>	Building level administrator, assistant or vice principal, coordinator or person designated by the principal.
<u>Director:</u>	Refers to A.E.A. chief administrator, personnel director, director or assistant director of special education.
<u>Self:</u>	Yourself, if allowed to have input in your evaluation.
<u>Peer:</u>	Other school psychologists if responsible for giving input for your evaluation.
<u>No One:</u>	If nobody is evaluating you in the specific area.
<u>Other:</u>	Any other educational administrator responsible for your evaluation not covered by the above mentioned categories.

INSTRUCTIONS TO COMPLETE THE QUESTIONNAIRE

In order to mark your responses, please follow the steps listed below:

- Step 1 - Mark an 'X' under each person in the 'current' category who has input into your evaluation.
- Step 2 - Now circle 'X' under the one who 'currently' has major responsibility for evaluating you.
- Step 3 - Then mark an 'X' under each person in the 'desired' category who you think should have input into your evaluation.
- Step 4 - Now circle an 'X' under the one who you think should have the major responsibility for evaluating you.
- Step 5 - Please double check your responses and mail the questionnaire in the enclosed envelope.

THANKS FOR YOUR TIME AND COOPERATION

Please indicate if you are interested in the results of this research project. Yes No

PERFORMANCE AREAS

PERFORMANCE AREAS	EVALUATORS											
	CURRENT						DESIRED					
	Supervisor	Principal	Director	Self	Peer	No One Other (Specify)	Supervisor	Principal	Director	Self	Peer	No One Other (Specify)
Expresses concern for students regardless of cultural, academic or intellectual needs.												
Demonstrates sensitivity in communicating and working with staff.												
Communicates with and informs parents concerning psychological services.												
Demonstrates professionalism and professional growth.												
Exhibits desirable professional behavior.												
Demonstrates physical health and emotional stability necessary to perform assigned duties.												
Demonstrates the ability to plan and prepare appropriately.												
Exhibits a competent level of knowledge of psychological services and skillfully utilizes resources to meet the needs of students, parents and staff.												
Demonstrates high level of clinical competence in interpreting data.												
Writes concise psychological reports for parents and school staff.												
Conducts effective conferences, consultations and staffings.												
Establishes good rapport with students and parents in counseling situations.												
Makes practical recommendations and provides follow-up.												
Provides inservice to staff and parents.												
Acts as a liaison between school and community agencies.												
Conducts research.												
Other (specify).												

APPENDIX B

Darshan Singh
1635 SE Pioneer Road
Des Moines, Iowa 50320
Phone: (515) 288-1446

Dear Colleague:

I am in the process of conducting a research study concerning the performance evaluation of school psychologists in Iowa. As a practitioner, you are most qualified in terms of role functions and evaluation of school psychologists. Your participation in this pilot study will be an important contribution to our profession.

Enclosed is the instrument that will be used to gather the data. Please complete this questionnaire. This is a field test. Feel free to mark, comment, clarify, add or delete where necessary in order to improve the format and contents. Your response to each of the selected performance criterion and review of the instrument is vital to the outcome of this particular study.

Using the self-addressed envelope, please return the questionnaire within the next five days. If you have any questions, do not hesitate to contact me at my office 515-284-7714 or home 515-288-1446.

Thank you for your assistance and cooperation,

Truly,

Darshan Singh

Enclosure